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ABSTRACT

The U.S. educational system and U.S. business share common problems of shrinking budgets, rapidly shifting demographics, and changes in their structure and missions. Meeting on common ground, pooling shrinking resources, and creating smooth transitions from school to work are critical issues. Creating, nurturing, and sustaining effective partnerships and coalitions is a winning solution for each side. Steps to create an effective coalition can be laid out in four phases: search for partners, courtship, early stages of the "marriage," and golden and mature years of the relationship. Productive partnerships between educators and business result in better educated students and a more productive work force. Corporations, the public sector, and educational systems have been given a common mandate for accountability and a focus upon the bottom line. The bottom line must include a world-class work force, better trained public servants, and well-prepared students. Successful partnerships are like successful marriages: if proper care and nurturing are invested in these relationships, the payoff is long and rewarding and each partner grows and flourishes. (Role models of successful partnerships with names and addresses are included. A reference list includes 14 books and pamphlets, 6 standard reference books, 9 professional associations, and 9 periodicals.) (KC)

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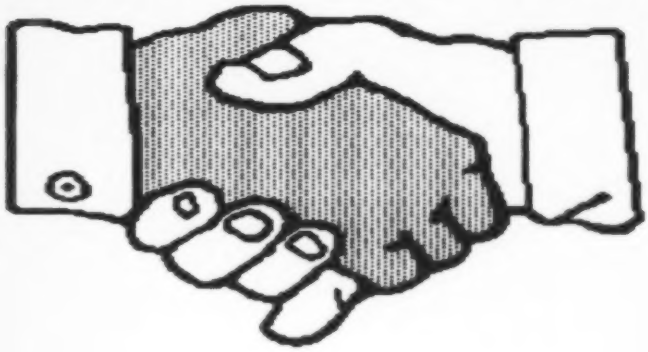
PARTNERSHIPS THAT WORK:

BUSINESS/EDUCATION COALITIONS FOR THE 21ST CENTURY!!!



National Council for Occupational Education
St. Louis, MO
Thursday, October 24, 1996

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ABSTRACT

The American Educational System and American Businesses share common problems of shrinking budgets, rapidly shifting demographics, and changes in their structure and missions. Meeting on common ground, pooling shrinking resources, and creating smooth transitions from the school house to the workplace are critical issues. Creating, nurturing, and sustaining effective partnerships and coalitions is a winning solution for each side. This session is a hands-on experience for practitioners from any organization committed to striding into the twenty-first century as a winner.

Productive partnerships between educators and business result in better educated students and a more productive workforce. Although the training industry has increased over the last decade, funding for public schools continues to diminish. Partnerships benefit both education and industry. The current emphasis upon quality in business and institutional effectiveness in education are the bases for common ground. Corporate America, the public sector, and educational systems have received a common mandate for accountability and a focus upon the bottom line. The bottom line must include a world class workforce, better trained public servants, and well-prepared students. Successful partnerships are like successful marriages: if proper care and nurturing are invested in these relationships, the payoff is long and rewarding and each partner grows and flourishes.

CHARTING COMMON GROUND

The educational bureaucracy shares common traits with business structures. Each structure is faced with the challenges of restructuring, reorganization, and allocating resources from diminished budgets and human capital. The jargon is often different, but the desired outcomes are similar. Business calls it re-engineering. Education uses terms such as decentralization.

Look at the following descriptive characteristics. Place the letters "B" for business and "E" for education at the point of your belief about the strength/amount/goodness of each characteristic that an effective organization would utilize.

Key: 7 is high; 1 is low.

+ 7 6 5 4 3 2 1 -

EXAMPLE:

inconsistency	_ _ _ _ *B* _ *E*	*consistency*
inconsistency	_ _ _ _ _ _ _	consistency
individuality	_ _ _ _ _ _ _	conformity
discontinuous change	_ _ _ _ _ _ _	incremental change
flexibility	_ _ _ _ _ _ _	rigidity
centers of power	_ _ _ _ _ _ _	chains of command
listening	_ _ _ _ _ _ _	telling
persuading	_ _ _ _ _ _ _	ordering
sharing information	_ _ _ _ _ _ _	protecting information
budget flexibility	_ _ _ _ _ _ _	budget rigidity
ambiguous assignments	_ _ _ _ _ _ _	single-focus assignments
shared recognition	_ _ _ _ _ _ _	individual recognition
informal	_ _ _ _ _ _ _	formal
available	_ _ _ _ _ _ _	sequestered

Adapted from "Seven Shades of Gray", Team Games for Trainers, by Carolyn Nilson, McGraw-Hill, 1993.

During the summer of 1990, I conducted research on successful and unique business/education partnerships in preparation for a workshop at the Mid-America Competency-Based Education and Training Conference. Over the past five years, I have continually updated my findings. Some facts are similar or unchanged. Others are surprisingly different. Partnerships which appeared to be strong and vibrant efforts to bridge the gap between the classroom and the workplace have foundered. New initiatives have sprung up across the country.

The training industry in America has undergone a metamorphosis in visibility and viability over the last decade. Training Magazine's annual survey showed that $45-billion dollars was budgeted for training in large corporations in 1992. Although this figure is not a substantial increase over figures which were quoted in 1989, the continued emphasis upon training in the workplace is significant. This is all the more worthy of notice when funding for public education is compared to corporate training budgets. The private sector is impacted by downsizing and re-engineering. Training is one of the areas for renewed scrutiny as the human toll extracted by lean and mean corporations continues to mount.

Texas is one of many states with continued legislative battles over the appropriations for public education. Vocational education has taken many licks in recent years as the skill levels of America's workers continue to decline. There is a tendency for some state legislatures to use higher education funds as the "Peter" which they rob to pay "Paul" - *poorly funded public schools.*

Much of the training budget for corporate America is invested for training at the managerial level and above. When the line workers are trained in new techniques, the training is usually vendor-driven. Criticism has been leveled at the education which many of the executives have received in the business schools of the country. With new, flatter and leaner organizations, the *Organization Man* has given way to the *Participative Manager.* The old hierarchical organization charts with many chiefs have been replaced with horizontal lines linking a series of empowered employees.

The current emphases upon *Quality* in Business and upon *Institutional Effectiveness* and *Accountability* in Education are excellent bases for finding common ground. Vocational Education is based upon the premise that one must demonstrate mastery of one topic before moving on to another. Is this not another way of saying that one must also be accountable for his performance and productive on the job before he or she is rewarded by a promotion or a raise??

Prior to the advent of high-tech equipment in most trades, vocational educators were held in low esteem by many "academics." Their students in the hard-hats and blue collars were seen as academically under prepared, although they were gifted with their hands.

This is no longer the case. One can not master a training manual, calculate a geometric tolerance or program a robot without knowing more than basic workplace math and literacy skills. Continued emphasis upon blending academic and vocational curricula is proof of this. **Educators are the vendors for the American workplace.** Just as American manufacturers

expect quality parts from their vendors, they are entitled to expect quality workers from educational institutions.

Both academe and industry are customer-driven concerns. Too often, the college/ university/high school fails to grasp the concept of the student as a customer or consumer. If schools are not driven by concerns which are centered upon the student's needs, they will fail to thrive as institutions.

Teachers and instructors are internal customers. If the educator is given the opportunity to be involved in institutional decision-making and can receive adequate compensation for service, he or she will view the institution with the same loyalty and esteem as the empowered employee holds for his company in the private sector.

This process does not begin on the post-secondary level. Public schools in America have been easy targets for criticism. The horror stories abound, but quiet partnerships between local corporations and school systems do not attract equal attention. Could we not investigate local partnerships which begin prior to college or trade school training and include them in our "pipeline?"

Many talented students who fall victim to the factors which qualify them for "at-risk" status could be salvaged before they fall through the cracks. Cooperative education programs and business partnerships could and should afford opportunities for these young people to make a natural transition and progression from training and "real world job exposure" to employment throughout their adolescent and young adult years. How can they "self-actualize" without meeting the basic needs for physical comfort and security??

The leadership of each local school/business partnership must have a strong relationship with business/industry developers from local community colleges and universities. Joint endeavors could include career fairs, internships, and exchanges of personnel which enable the classroom teacher to work in industry and plant personnel to work in the classroom.

Many companies are willing to grant release time for their employees to pursue activities such as Junior Achievement, tutoring, mentorships, and lectures to select classes. This time is not a loss to the company, but an investment. If just one unmotivated, potential dropout is spurred to continue in school and to upgrade his or her career and education plans, the payback to industry is in the quality of its workforce. Service clubs and youth service organizations such as Junior Achievement should be strong links in this chain of cooperation.

Volunteerism on the part of the young person is also an important factor in forming partnerships. Quite often, a troubled youth do not see the results of their actions. They have seldom had an opportunity to bond with responsible adults. Stints served as volunteers at geriatric centers, food pantries, and hospitals often provide opportunities to see the impact of failed dreams and lost opportunities.

As I began to upgrade my research for this presentation, I made even more intriguing discoveries than during the first odyssey in 1990. Common traits continue to be found in each successful partnership that was examined. The focus of the partnership (e.g. Public/Private, School/Business, Business/Higher Education) does not determine success. The structure and communication mechanisms are far more predictable determinants of success. Some partnerships which were "models" in 1990 are now in the throes of crises or dissension.

The model programs are only the tip of the iceberg. For purposes of continuing to create initiatives and assistance in enhancing existing programs, we can draw some conclusions.

Successful partnerships are like successful marriages. If proper care and nurturing are invested in these relationships, the payoff is long and rewarding. Each partner grows and flourishes. Without special care and careful nurturing, the results may be an acrimonious split in which each partner feels aggrieved and betrayed. It is my hope that each participant in this workshop will leave with a formula for exemplary and long-term relationships.

The term ***partnership*** will not be an adequate descriptor for twenty-first century relationships. Just as marriages are impacted by external factors such as in-laws, the addition of children to the union, and economic viability; partnerships are affected by corporate restructuring and mergers, changing hierarchical relationships, and shifting rules and economics. The relationship that is self-sustaining and enduring will have to utilize the expanded concept of ***coalitions*** that span the barriers to success.

APPLYING THE PRINCIPLES OF QUALITY TO BUSINESS/EDUCATION COALITIONS !!!

THE GOAL	THE METHOD
Quality as the Measurement of Achievement	Student Focus in Education
Quality Maintained at Each Step	Effective Assessment and Evaluation
Quality Referred to Common Standard	Benchmarking by Standardized Testing
Quality through Teamwork	Effective Communication between Instructors and Students
Quality as the Perceived Goal	Reward and Recognition of Student Achievements
Quality Continuously Improved	Information Sharing between Industry and Education
Quality through Productivity	Retention and Innovation

FIGURE 1

CONFLICTING JARGON

Each industry, sector, or profession develops its own set of acronyms, expressions, and descriptive terms to describe the core functions of the organization. Webster defines jargon as "the technical terminology or characteristic idiom of a special activity or group."

Another definition calls jargon "a hybrid language or dialect simplified in vocabulary and grammar and used for communication between peoples of different speech." If our coalitions for the 21st century are to work, we must use the second definition.

How often have you listened to representatives from different constituencies (business/ education, private sector/ public sector, for profit/nonprofit, ...) say the same thing in different language? True communication rarely occurs when this conflicting dialogue is a factor.

EXERCISE

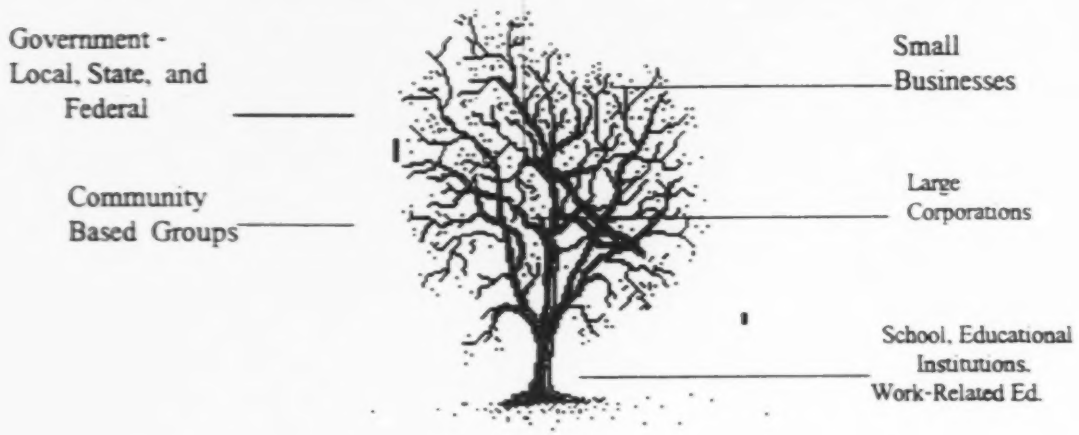
List as many barriers to communication as you can find. Find the core concept that each side is trying to describe.

LANGUAGE OF BUSINESS examples:	COMMON GROUND	LANGUAGE OF EDUCATION
self-managing team **strategic plan** **telecommuting**	**intrinsic motivation/self-starts** **skeletal structure/goals of org.** **performing work away from the office or school**	**independent study group** **core curriculum** **distance learning**

THE MAGIC OF METAPHORS

Organizations and the media have utilized many proverbs and catchy buzzwords to describe their visions, goals, or underlying principles. The African proverb, "It takes the whole village to raise a child," is widely used in education to describe the power of community involvement. Businesses who adhere to theories such as Senge's fifth discipline, describe themselves as "learning organizations."

What about utilizing a tree to describe the effective coalition of the twenty-first century? Its roots lie beneath the surface, but provide the nourishment to sustain life.



The trunk indicates the longevity of the tree by its dimensions. The trunk is also the conduit for carrying nourishment from the roots to the branches of the tree. Each branch contributes to the aesthetic appearance of the organism (Our coalitions) through the symmetry or lack of symmetry that creates the tree's shape.

The tree can not exist without any any of these elements. If a coalition is to grow, thrive, and become an enduring organism, it must maintain the the individuality of each member organization, but tap into the power of a unified structure.

Homes, neighborhoods, churches, and social service organizations provide the root system for our tree. Schools, educational institutions, and work-related training provide the trunk to carry sustenance to the branches. Businesses of any size, governments, nonprofits, and community-based organizations branch out from these structures or organisms. Human resources or the people who drive the organizations are the leaves on the tree.

The twenty-first century coalition will have to tap into each element to thrive and grow.

EXTERNAL FACTORS AND THEIR IMPACT UPON COALITIONS

If we think of our coalition as a tree, or living organism composed of varied parts, the external conditions that affect its growth can not be ignored. Some factors have both positive and negative effects upon the coalition's growth and success. Just as sunshine and rain can create both beneficial and harmful results, these external or environmental conditions affect successful coalitions by the amount of their contribution to the synergy of the group. Too much sun can burn. Too much rain can create floods, erosion of protective soil or principles, and can cause the root system to rot. Yet, the tree can not grow or thrive without each element - sun and rain.

External factors usually create the same result, whether they exist in the corporate and governmental environment or in the educational climate. Look at the factors listed below. Give some specific examples for each side of the partnering equation - Business and Education. Add any additional factors that you have observed or experienced. List the impact of your factors and how too much or too little of each affects coalition building.

LARGER BUDGETS

NEW TECHNOLOGY(Internet, Multimedia)

MORE RESEARCH AND DEVELOPMENT

GLOBAL ECONOMY

LEGISLATIVE CHANGES (NAFTA, ADA, FMLA, CAREER EDUCATION ACT,...)

PROGRAM CHANGES (CETA - JPTA - PICs - WORKFORCE DEVELOPMENT BOARD)

DEMOGRAPHIC CHANGES

WORKPLACE LITERACY/CRITICAL THINKING SKILLS

CORPORATE DOWNSIZING/ SCHOOL DROPOUT PROBLEMS

ACQUISITIONS/MERGERS

CHARTER SCHOOL MOVEMENT

BLOCK GRANTS

DECREASED FUNDING FOR VOCATIONAL EDUCATION

MULTICULTURAL CURRICULUM/ WORKFORCE DIVERSITY

The Ultimate Goal of Coalition Building

The corporate success stories and effective educational delivery systems of the twenty first century will not be able to survive in a vacuum. The stakeholders in each - stockholders, employees, managers, school administrators, parents, teachers, and students - have been victims of a negative spiral throughout the latter years of the twentieth century. Coalition building provides the synergy to overcome obstacles and create opportunities. Many social and economic problems begin in the classroom and continue in the work-place. Why create dual systems of reaction when we can have proactive preventive programs?

Examples:

School Violence/Gangs _____>Workplace Violence

Dropouts/Low Scores _____>Unskilled Workforce

No Multicultural Education _____>Diversity Problems

Underpaid Teachers _____>Laid Off Workers

Unmotivated Students _____>Poorly Motivated Workers

How to Create a Marriage Made in Heaven and to Prevent the Coalition from Hell!

SEARCH FOR PARTNERS PHASE

1. Look at your professional affiliations. Are members or your local chapters of ASTD, NCRVE, NCTE, or any group to which you belong interested in links with education?

2. Try to determine the Work Ethic and the level of team commitment of your organization and the partners in the coalition. Are they rugged individuals or goal-directed team players.

3. Check with volunteers in local non-profit organizations. Are they interested in joint ventures?

4. Do some basic research at your school or public library.

COURTSHIP PHASE

1. Compare your QWL (quality of work life) to your partners. Are their goals compatible with yours?

2. Do you share any professional affiliations? If not, can you invite your partners to participate in workshops, seminars, and meetings of your professional circles?

3. Compare your visions for the future to that of the partners.

4. Get commitment from and stimulate excitement in each CEO represented in the partnership.

5. Identify funding sources and ascertain levels of expertise in the group for grantsmanship. Shrinking budgets can be overcome.

6. Create joint vision statements.

EARLY STAGES OF THE MARRIAGE (HONEYMOON PHASE)

1. Consider channels of communication and develop documentation procedures.

2. Sign a contract that spells out the expectations and obligations of each party.

3. Identify resources that can be shared, rather than duplicated. (These should include intellectual as well as financial capital.)

4. Keep up the original level of enthusiasm for the task.

5. Give frequent and honest feedback to each other.

GOLDEN AND MATURE YEARS OF THE RELATIONSHIP

11. Publish stories about successful ventures. Share the benefits of your experiences with beginning coalitions.

2. Prepare reports that can be distributed to other organizations in the community.

3. Utilize the familiarity of long association to make constructive suggestions for change.

4. ***Never fail to show appreciation for the efforts of the partner!!!!!***

ROLE MODELS/PROTOTYPES

The following programs are only a microcosm of the many efforts and endeavors across the country. Names of contact persons have been listed, when possible.

Atlanta Partnership of Business and Education (APBE)
235 International Boulevard, NW
Atlanta, Georgia 30301
(404) 880-9000

A joint venture of the Atlanta Public Schools and the Metro Atlanta Chamber of Commerce.

Business - Higher Education Forum
2021 K Street, N.W.
Washington, D.C. 20006

Don Blandin,
Executive Director

An initiative between the American Council of Education and a Board of Corporate Directors. Conducts forums twice yearly on issues that impact education and business. Publishes results of studies.

Center for Education and Training for Employment (CETE)
The Ohio State University
1900 Kenny Road
Columbus, Ohio 43210-1-90
(614) 292-4353

Customized Training, research in vocational education, assistance to local industry.

Center for Quality Excellence
Southern College of Technology
1100 South Marietta Parkway
Marietta, Georgia 30060-2896
(404) 528-7407

Gloria Pursell, Ph.D.
Executive Director

An initiative between corporate Atlanta and Southern Tech to combine quality training at one facility. Large corporate advisory board from local industry and universities gives input on programming.

Corporate Education Center
Boston University
72 Tyng Road
Tyngsboro, MA 01879

Customized Training Programs.

Maricopa Community College District
Corporate Services
3910 East Washington
Phoenix, Arizona 85034 — Katherine May,
(602) 392-2490 — Director

Employee recruitment and Training; matching customized training to appropriate college within the district, assistance with grant preparation.

National Alliance of Business
1201 New York Avenue, NW
Washington, DC 20005
(202) 289-2936

Conducts and publishes research on workforce development trends. Tracks global demographic data on educational achievement. Sponsors regional conferences bringing industry and education together. Regional offices throughout United States.

Points of Lights Foundation
1737 H Street, NW
Washington, DC 20006 (202) 223-5001

Provides strong support for volunteerism. Conducts research and publishes data for corporate volunteer initiatives. National and regional conferences to exchange information.

Techforce 2000
N. Harris Montgomery Community College District
250 N. Sam Houston Parkway E., Ste. 250
Houston, TX 77060 — Karen Baird,
(713) 591-3530 — Executive Director

Outgrowth of Gulf Coast Quality Workforce Planning consortium between State of Texas' Department of Commerce, Education Agency, and Higher Education Coordinating Board. Provides labor market information for regional school districts, community colleges, and senior colleges. Partners with public and private sectors.

SUMMARY

If we allow our visions of the future to hinge upon the latest headlines and political rhetoric in an election year, the outlook for corporate America, the public sector, and American education is grim. Your presence in this session refutes this prognosis. One of the advantages of a global world and economy is the free interchange of information within seconds through the Internet. One of my global penpals is located in Australia. We have exchanged information in hard copy and via electronic mail. She works for the National Centre for Vocational Education Research, LTD. Their agency and focus parallel the aims and activities of our American Centers for research.

Many of the organizations listed in this document have web sites. Look at their activities. School to Work programs appear across the world. One article published in Australia cited examples from Sweden, Germany, America, and Australia. The similarities in problems and successes were striking.

Effective coalitions are the only solution to the problem of shrinking resources. They are a bridge between disparate worlds who soon discover that they are dealing with the same individuals at different stages of their lives. When we examine the issues from common ground, jargon melts away and solutions begin.

To paraphrase Covey, we each sharpen our saws through listening to each other, observing, and continually reading to keep our knowledge of each world current. A list of resources is appended.

REFERENCE LIST

For those of you who would like to take advantage of the current movements in quality and in educational partnerships, we would like to share some of the resources which were helpful in the preparation of this material. Constant reading is an excellent resource for fresh ideas.

BOOKS AND PAMPHLETS

The Changemasters: innovation and entrepreneurship in the American corporation. (1983). Kanter, R.M. , Random House.

Corporate cultures. (1982). Deal, T.E. & Kennedy, A. Addison-Wesley.

In search of excellence. (1984). Peters, T.J. & Waterman, R.H.. Harper & Row.

Involving business-industry-labor: guidelines for planning & evaluating vocational education programs. (1984). Franchak, S.J., Desy, J., & Norton, E.L.. Ohio State University, National Center for Research in Vocational Education.

The Keys to excellence: Deming philosophy. (1985). Mann, H.. R.. Prestwick Books.

Linking with employers. (1987). Kalamas, D.J. & Warmbrod, C.P.. Ohio State University: National Center for Research in Vocational Education.

Managing Workforce 2000: gaining the diversity advantage. (1991). Jamieson, D. & O'Mara, J.. Jossey-Bass.

Out of the crisis. (1986). Deming, W. E.. Massachusetts Institute of Technology.

Re-inventing the corporation. (1985). Naisbitt, J. & Aburdene, J.. Warner Books.

Service America! doing business in the new economy. (1985). Albrecht, K. & Zemke, R.. Dow Jones-Irwin.

Shaping tomorrow's workforce: a leadership agenda for the 90's. (1988). National Alliance of Business.

Thriving on chaos: handbook for a management revolution. (1987). Peters, T. Harper & Row.

Training and educating the work force in the nineties: the rationale for public- private collaboration. (1988). Ohio State University: National Center for Research in Vocational Education.

Workplace 2000: the revolution reshaping American business. (1991). Boyett, J.H. & Conn, H.. Dutton Books.

STANDARD REFERENCE BOOKS AND GOVERNMENT DOCUMENTS

Dictionary of Occupational Titles.

Occupational Outlook Handbook.

Encyclopedias of Business.

Encyclopedias of Trade Associations.

U. S. Government Manual

Statistical Abstract of the United States.

PROFESSIONAL ASSOCIATIONS

[These are only a few. Learn about those that are active in your area.]

American Society for Training and Development (ASTD)

American Management Association (AMA)

National League of Cities

Local Service Clubs[such as Rotary International and Kiwanis]

Local personnel associations

American Council on Education (ACE)

Local teacher's Unions - (Keeps perspectives balanced from worker, as well as bureaucrat].

National Association of Partners in Education (NAPE)

Trade Unions

Any group of practicing professionals with an interest in cooperative endeavors.

PERIODICAL ARTICLES

Although we looked at many articles, trade journals and the publications favored by business were our best resource. A few of these publications included:

Business Week
Forbes
Fortune (Watch out for quarterly special issues. Many have dealt with issues affecting business and education.)
Harvard Business Review
Manufacturing Productivity Frontiers
Quality Periodicals (Nearly all pertaining to quality issues)
Training
Training and Development Journal
Wall Street Journal

ADDENDUM

Updated information acquired after the preparation of this handout should be noted. Training Magazine's annual survey of employee training in America demonstrated that the lines between business and education are beginning to merge in many areas. (October, 1996 issue)

* When 1,456 organizations with 100 or more employees were surveyed, social issues demonstrated remarkably few changes with one notable exception - **the numbers of employers who tested job applicants and current employees for drugs showed a slight increase.**

* **Twenty-five percent (25%) of the total amount spent for training was designated for information technology (computers).**

* The Internet is a new frontier for each domain. Larger organizations are more likely to provide access to the World Wide Web.

* Lean companies and fast-changing markets will demand getting people on board and trained expeditiously. This bodes well for School to Work Programs.

Additional Role Models and Prototypes (Page 11 - 12)

Center for Entrepreneurial Leadership
4900 Oak Street
Kansas City, MO 64112-2776
(816) 932-1000

Raymond W. Smilor
Vice-President

Sponsored by the Ewing Marion Kaufmann Foundation, this not-for-profit educational organization sponsors programs to "help people achieve self-sufficiency."

National Council for Public-Private Partnerships
1010 Massachusetts Avenue, N.W., Ste. 350
Washington, DC 20001
(202) 467-6800
(202) 467-6312 - FAX

Peggy McDonald,
Executive Director

A non-profit, non-partisan organization founded in 1985. It is a forum for ideas and innovators in the partnership arena with public and private sector members. Training and public education programs are offered with a focus upon provision of public services, new infrastructure development, and joint public-private ventures.

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Sylvia Ryce Cornell is an experienced trainer and consultant. Her background as a librarian and professional trainer gives her a rare ability to bring detailed information and resources to any project which is undertaken by the company. Cornell combines a Master's Degree in Library Science from Atlanta University and a Master of Science in Occupational Education from the University of Houston. She has experience in Vocational Education through her five-year tenure at Houston Community College as Industrial Education Librarian.

Cornell was exposed to model programs throughout the country as she implemented competency-based programs in the libraries that served Industrial Education Programs. This reinforced her conviction that education and business can meet on common ground to prepare a workforce with technical and critical thinking skills. Cornell has made several presentations on quality partnerships between business and industry, diversity, and strategies for reclaiming at-risk youth to major conferences. Her research for two of these presentations was published as ERIC documents, "Forging Links That Bind: Quality Partnerships between Educators and Industry," in 1991 and "Beyond the Buzzwords: Delivering Diversity Training That Makes A Difference," in 1994.

Sylvia maintains professional ties with the American Society for Training and Development (ASTD), the American Vocational Association (AVA), and the Society for Intercultural Education, Training, and Research (SIETAR). Professional involvements assist Ms. Cornell in keeping abreast of relevant issues in the rapidly developing area of Training and Development. This is reflected on the Internet at Http://members.aol.com/creatvcncp/homepage.html.

Cornell's expertise includes program design and instructional design in the areas of Total Quality Management, Diversity, Intercultural Communication, and Leadership Development. Her post graduate work includes additional coursework at the American Productivity and Quality Center and at the Center for Creative Leadership. She has designed and implemented several Leadership Development and Motivational programs for local school districts and universities. Cornell designed and implemented a diversity program for AstroWorld, a division of the Six Flags Over America theme parks.